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synonyms are practical and within the capacity of children; his plan of listing a number of suggestive words from which the pupil is to select words for the blanks in sentences, is ingenious—provided the teacher does not allow wild guessing. From the standpoint of enlarging the vocabulary, the exercises in rhyme-making are justifiable, though I think this is overemphasized.

But the author by no means ignores correctness. He has worked out a large number of drills on correct forms. In these he is thoroughly pedagogical, emphasizing not detection of incorrect forms so much as drill on correct form; and throughout striving to be practical.

Each book is divided into two parts. In Part II of Book II some attention is given to grammar—practical grammar, “language” grammar, functional grammar. This is dovetailed nicely into the exercises purely language and compositional, and contains nothing that is not immediately practical. The author goes much farther than most makers of language books in eliminating the formal; and doubtless he, as well as all other opponents of the old-fashioned disciplinary ideas, is pleased to have his opinions corroborated by the recent investigations recorded in the *Teachers College Record* for September. The author does not state in which grades the books are to be used as text; but probably they are intended for four years, from the fifth to the eighth inclusive.

The books are attractive in appearance. Most of the illustrations are from life. Perhaps more space could have been found for reproductions of classic pictures.

For country and village schools *Live Language Lessons* is the best series of language books I have seen. The author has rendered valuable service to those grade teachers who believe that children can be taught the language arts most successfully by being directed and encouraged to observe, imagine, and think along the lines of their predominant interests. Many language books have been constructed on the principle of “making the child practice the use of a knife, fork, and spoon without giving it a particle of meat,” as Huxley says. *Live Language Lessons* provides the meat, stimulates the appetite, and teaches correct table manners.

WALTER BARNES

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

Collected Literary Essays. By A. W. VERRALL. Edited by M. A. BOYFIELD and J. D. DUFF. With a Memoir. Cambridge: The University Press, 1913. Pp. 292. 10s. 6d.

A number of essays from various periodicals with an address by J. W. Mackail.

The Book of the Epic. By H. A. GUERBER. With an Introduction by J. BERG ESENWEIN. Philadelphia: Lippincott Co., 1913. Pp. 493. Illustrated. \$2.00 net.

Some thirty stories, including all of the important national hero tales, are retold. The book will prove a convenience to those who wish to know the plots of the great epics and who do not have access to complete versions. Mr. Esenwein is wrong in stating that the task has not before been attempted.

Phonetic Spelling. By SIR HARRY JOHNSTON. Cambridge: The University Press, 1913. Pp. 92.

"A proposed universal alphabet for the rendering of English, French, German, and all other forms of speech."

Outlines of Victorian Literature. By HUGH WALKER and MRS. HUGH WALKER. Cambridge: The University Press, 1913. Pp. 224. 3s.

A condensation of Mr. Walker's larger work.

Correct Business Forms. By ELEANORA BANKS. New York: Putnam, 1912. Pp. 253. \$1.25 net.

A reference manual for stenographers, secretaries, and reporters.

Eighteen Thousand Words often Mispronounced. By W. H. PHYFE. New York: Putnam, 1914. Pp. 774. \$1.50 net.

A revised and enlarged edition of *Twelve Thousand Words often Mispronounced*.

"Riverside Essays." Edited by ADA L. F. SNELL. *The American Mind and American Idealism*, by BLISS PERRY. *Studies in Nature and Literature*, by JOHN BURROUGHS. *Promoting Good Citizenship*, by JAMES BRYCE. *University Subjects*, by JOHN HENRY NEWMAN. Boston: Houghton Mifflin Co., 1913. \$0.35 each postpaid.

Minimum College Requirements in English. Boston: Houghton Mifflin Co., 1913. Pp. 110. \$0.75.

Shakespeare's *Macbeth*, Milton's *Minor Poems*, Burke's *Conciliation with the Colonies*, and Macaulay's *Essay on Johnson* with apparatus for study.

Five Messages to Teachers of Primary Reading. By NETTIE A. SAWYER. Chicago: Rand McNally & Co., 1913. Pp. 219. \$1.00.

Detailed suggestions by an experienced teacher.

The Teachers' Story-Teller's Book. By ALICE O'GRADY and FRANCES THROOP. Chicago: Rand McNally & Co., 1913. Pp. 352. \$1.00 net.

A selection of old stories for the kindergarten and the primary grades.

The Modern Short-Story. By LUCY L. NOTESTEIN and WALDO H. DUNN. New York: A. S. Barnes Co., 1914. Pp. 211. \$1.00 net.

The authors confine their attention to the short-story as written by modern authors.

Modern Short-Stories. By MARGARET ASHMUN. New York: Macmillan, 1914. Pp. 437. \$1.25.

A body of selections for use in college classes in literature and composition.

Intensive Studies in American Literature. By ALMA BLOUNT. New York: Macmillan, 1914. Pp. 331. Illustrated.

The volume includes a "rhetorical introduction," which deals with forms of

poetry, figures of speech, and other literary elements, and a series of studies of Bryant, Poe, Longfellow, Whittier, Lowell, Holmes, Hawthorne, Lanier, Whitman, and Emerson.

Oral English in Secondary Schools. By WILLIAM P. SMITH. New York: Macmillan, 1913. Pp. 358.

A manual for class use. Part I treats of the principles of expression, while Part II contains a number of selections for reading. The author is a teacher in the Stuyvesant High School, New York City.

Basic Principles of Oral English. Vol. I. By EDITH COBURN NOYES. Boston: Noyes School of Expression, 1913. Pp. 470. \$1.25.

A compilation. Doubtless a volume of theory is to follow.

English: Oral and Written. By A. R. BRUBACHER and DOROTHY E. SNYDER. New York: Charles E. Merrill Co., 1914. Pp. 392. Illustrated. \$1.12.

A single volume for those schools which prefer not to use two. The grammar review which appeared in Book I of the authors' series already published is here omitted.

"Standard English Classics," *The Mill on the Floss*, edited by J. MILNOR DOREY. Poems of Wordsworth, Shelley, and Keats, edited by W. P. TRENT and JOHN ERSKINE. Selections from Tennyson's *Idylls of the King*, edited by WILLIS BOUGHTON. Boston: Ginn & Co., 1914. \$0.50, \$0.25, and \$0.30, respectively.

The Spy. Edited by LINDSAY TODD DAMON. Chicago: Scott, Foresman & Co., 1914. \$0.40.

An addition to the "Lake English Classics."

"A Collection of Short Stories." Edited by L. A. PITTENGER. Eliot's *The Mill on the Floss*, edited by IDA AUSERMAN. Austen's *Sense and Sensibility*, edited by EDWIN L. MILLER. Boswell's *Life of Johnson*, abridged and edited by MARY H. WATSON. New York: Macmillan, 1914. \$0.25 each.

The Teaching of English in the Elementary and the Secondary School. By G. R. CARPENTER, F. T. BAKER, and FRED M. SCOTT. New York: Longmans, 1913. Pp. 386.

A new printing, with a supplementary bibliography.

The New Dewey Speller. By ED. McLOUGHLIN. Chicago: Educational Publishing Co., 1913.

Allusions Which Every High-School Student Should Know. Compiled by FLORENCE M. HOPKINS. Detroit: Wilson Printing Co., 1913.

English Interjections in the Fifteenth Century. By MARY CRAWFORD. Reprinted from *University Studies*, Lincoln, Nebraska.

A List of Books Suited to a High-School Library. Compiled by the UNIVERSITY HIGH SCHOOL, Chicago, Ill. Bulletin No. 35, Series of 1913, United States Bureau of Education.